

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

1. **Course Number:** RSED 5190/6190/6196

**Course Title:** Community-based Instruction and Related Services

**Credit Hours:** 3

**Prerequisites:** none

**Co-requisites:** none

**Instructor:** Caroline Dunn, Humana-Germany-Sherman Distinguished Professor

Pronouns: she/her/hers

**Office Address:** 2014 HC

**Email Address:** dunnca1@auburn.edu

The instructor will respond to Tigermail emails or Canvas messages within 48 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)

**Phone Number:** 334-844-2086

**Office Hours:** Tues. 10:30-11:30 am or by appointment

1. **Term:** Fall 2020

**Format:** Blended

This course is being offered in a “blended” format. Much of the course will be offered using both synchronous (Zoom) and asynchronous online formats (Canvas). We will meet in-person for the first class and later in the semester assuming that circumstances are conducive to doing so.

**Day/Time:** Tuesday 4:00-6:30 p.m.

 **Date Syllabus Prepared**: Updated August 2020

1. **Textbooks**

Flexer, R.W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). *Transition planning for secondary*

*students with disabilities.* (4th ed.) Boston, MA: Pearson. **(E-Text version)**

Test, D. (2012). *Evidence-based instructional strategies for transition.* Baltimore, MD: Brooks.

**Selected Readings**

|  |  |
| --- | --- |
|    | Buegun, D., Peterson, Y, McNaught, J., & Sutterfield, C. (2020). Including student voice in IEP meetings through use of assistive technology. *Teaching Exceptional Children, 52,* 348-351. Government Accounting Office (2012). *Students with Disabilities: Better Federal* *Coordination Could Lessen Challenges in the Transition to High school.*Harmon, S., Street, M., Bateman, D., & Yell, M. (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *Teaching Exceptional Children, 52,* 320-332. Hirano, K., Rowe, D., Lindstrom, L., & Chan, P. (2018). Systemic barriers to family involvement in transition planning for youth with disabilities: A qualitative metasynthesis. *Journal of Child and Family Studies, 27,* 3440-3457. Kiernan, W., Hoff, D., Freeze, S., & Mank, D. (2011). Employment first: A beginning not an end. *Intellectual and Developmental Disabilities, 49*(4), 300-304. (5) PACER’s National Parent Center on Transition and Employment. (2019). *Inclusive postsecondary education for students with intellectual disabilities.* Retrieved from <https://www.pacer.org/transition/learning-center/postsecondary/college-options.asp>. |

**Other Resources,** including but not limited to:

* Alabama High School Diploma Pathways Credit Checklist <https://www.alsde.edu/sec/ses/Diploma/Diploma%20Checkklists%20for%20All%20Three%20Pathways.pdf>
* Alabama Transition Standards

(<https://www.alsde.edu/sec/ses/Transition/Alabama%20Transition%20Standards-2014.pdf>)

* Mastering the Maze

<https://www.alsde.edu/sec/ses/Policy/2019%20Mastering%20the%20Maze%20Process%201.pdf>

* Alabama Transition Engagement Series- Helping Students Achieve Post-School Outcomes

<https://www.auburnschools.org/cms/lib/AL01901372/Centricity/Domain/1338/Engagement%20Series%20Handbook%201%20-%20Helping%20Students%20Achieve%20Post-School%20Outcomes.pdf>

* Alabama Transition Engagement Series- Helping Parents Navigate the Transition Process: A Handbook for Family Engagement <https://www.alsde.edu/sec/ses/ts/Resources/Parent%20Transition%20Manual%20with%20Cover.pdf>
1. **Course Description:** This course prepares teachers to assist secondary students with disabilities as these youth work toward their selected post-school outcomes. Provides an in-depth study of transition programs and practices for youth with disabilities as they transition into adulthood.
2. **Course Objectives and Student Learning Outcomes:**

Student Learning Outcomes

1. Connect theory to practice to design instruction that meets the individual needs of students
2. Promote the development of independence and inclusion in the community for transition-age students with disabilities

 Course Objectives

1. Demonstrate knowledge of federal/state regulations and educational service models related to secondary programming.
2. Use student assessment instruments and techniques, including functional and vocational knowledge and skills. 290-3-3-.34 (2)(h)2.
3. Develop, select, administer, and interpret formal and informal assessments. 290-3-3-.34(2)(h)3.(i)
4. Identify methods for determining appropriate curricular materials for individual students. 290-3-3-.36**(1)(c)1.(i)**
5. Demonstrate knowledge of various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 290-3-3-.36(1)(c)1.(v)
6. Modify teaching and assessment methods, materials, techniques, and learning environments in the school and community to meet students’ needs. 290-3-3-.36 (1)(c)1.(ii)
7. Plan and facilitate transition programs within and outside the school setting. 290-3-3-.34 (2)(a)3.(ii)
8. Describe collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies). 290-3-3-.36(1)(e)1.
9. Work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
10. Plan and implement an instructional program in the areas of academics and transition. 290-3-3-.36(1)(c)2.(i)
11. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 290-3-3-.36(1)(1)(c)2.(ii)
12. Develop a Standards-based Individualized Education Program (IEP) that adheres to state and federal guidelines in terms of format, development, and implementation. 290-3-3-.34(2)(g)2.(ii)
13. Identify and discuss the current and future issues critical to successful transition programs.
14. **Course Content & Schedule:**

*Note*: For Fall 2020, this course is being offered in a **blended format.** Some classes will be on-campus, whereas, others will be online at our scheduled time via Zoom. You are expected to log in and participate in class discussions and activities.

| **Week*****(Course Objectives)*** | **Weekly Topic** | **In-Class Activities** | **Due Today**  |
| --- | --- | --- | --- |
| Class 1-Aug. 18*(A, L)* | * Introductions and Course Overview
 | **In-class Activity**: Card Sort | **READ:** Test-Chapter 1-*Transition-Focused Education,* 5-*Student-Focused Planning***DUE**: Padlet-A picture of yourself doing something you like, 2 truths and lie, how you are different that “might be the difference that makes the world a better place”**DUE Aug. 21**: Common Book Preface-Chapter 1 |
| Class 2-Aug. 25*(A, L)* | * Review of Student Characteristics, Outcomes, and Status
* Alabama Graduation Options and Requirements and Transition Regulations
* Curriculum (highest most appropriate)

*Resources:* <https://www.alsde.edu/sec/ses/Diploma/Diploma%20Checkklists%20for%20All%20Three%20Pathways.pdf><https://www.alsde.edu/sec/ses/Standards/Essentials%20Pathway%20Math%20Sequence%20Options.pdf><https://www.alsde.edu/sec/ses/Transition/Selecting%20the%20Highest%20Most%20Appropriate%20Pathway%20Form.pdf> |  | **DUE:** Self-Assessment of Learning Outcomes & Course Objectives **Pre-class Activity**: Diploma Options (view talking powerpoint <https://www.youtube.com/watch?v=2H2Z1Oy129Q&t=20s> and answer questions) (ALSDE Special Education Services AL HS Diploma Options)**DUE Aug. 28**: Common Book Chapters 2-3 |
| Class 3-Sept. 1*(A)* | * Self-determination
 | **Speakers:** *EAGLES students***In-Class Activity**-Review Self-Determination Curriculum | **FLIPPED ACTIVITY DUE**: Gillian Story Reflection <https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=7041c3c8-9cf6-413f-bcde-a86300f05e36>**DUE: Article Discussion 1**-*Including Student Voice .. .***DUE Sept. 4**: Common Book Chapters 4-5 |
| Class 4-Sept. 8(*B, G)* | * Functional Transition Assessment

Resource: [Age Appropriate Transition Toolkit](https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf) | **In-Class Activity**-Small group  activity-assessment reviews | **FLIPPED ACTIVITY DUE:** Assessment Review Activity **Read:** Flexer, et al. (2013). Chapter 5 - *Transition Assessment* **Read**: Test (2012). Chapter 2-*Transition Assessment for Instruction***Review:**  <https://www.alsde.edu/sec/ses/ts/Pages/assessments-all.aspx?navtext=Transition%20Assessments>**DUE Sept. 11**: Common Book Chapter 6 |
| Class 5-Sept. 15 | * IEP
* Planning Strategies

PACER Measureable Postsecondary Goals <https://www.youtube.com/watch?v=yREAFDtbJWc&feature=youtu.be>Go over: Assessment & IEP Assignment | **In-class Activity**-Backward Planning-Begin IEP Case Study  | **Read:** Flexer, et al. (2013)Chapter 6-*Developing Postsecondary Goals,* Chapter 9-*Developing and Teaching the Transition IEP***DUE Sept. 18**: Common Book Chapter 7 |
| Class 6-Sept. 22 | * Technology
* Career Development
* Summary of Academic Achievement and Functional Performance
 | **Guest Speaker:** Amber Smith, Doctoral Student, Technology**In-Class Activity**-Career Development and Service Learning | **DUE Sept. 25**: Common Book Chapter 8 |
| Class 7-Sept. 29*(E, H, J)* | * Transition Fair
* Collaboration
* Evidence-based Practices

Midterm (Due before class July 6) | **Transition Collaborators Fair****In-Class Activity-**Transition Collaborators Worksheet | **Read:** Flexer, et al. (2013). Chapter 8 –*Collaborative Transition Services* and Chapter 10-*Coordinating Transition Services***DUE: Article 2 Discussion**: Government Accounting Office Report on Federal Coordination and Transition **DUE Oct. 2**: Common Book Chapters 9 |
| Class 8-Oct. 6 | MIDTERM |  | **DUE Oct. 9**: Common Book Chapter 10 |
| Class 9-Oct. 13*(B, C)* | * Transition to Employment
 | **Speakers:** Michelle and Hunter Norwood-A Little Something Extra Ice Cream- <https://whnt.com/news/northeast-alabama/a-little-something-extra-ice-cream-truck-serves-up-more-than-sweet-treats/>View Video [*Employment First*](https://www.dol.gov/odep/topics/EmploymentFirst.htm) | **DUE**: Flipped Activity-A Whole Lott More<https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=32848d02-e005-47f8-9dd1-35c6c143cf10>**Read:** Flexer, et al. (2013). Chapter 4 - *Career Development Theories for Transition Planning*, Chapter 12-*Transition to Employment***DUE Oct. 16**: Common Book Chapter 11 |
| Class 10-Oct 20*(E, G, H, L)* | * Transition to Independent Living
* Transition Issues in Rural Schools
 | **Speaker**-Dawn Tindal, Rural Schools | **DUE Oct. 23**: Common Book Chapter 12 |
| Class 11-Oct. 27*(D, E, F, H)* | * Community-based Instruction
* Speakers and CBI
 | **Speaker:** Mrs. Lauren Ozment-CBI and Tiger TRAILS**In-Class Activity**-IEP Work  | **Read**: CBI Guide with Updated Nov. 19Test (2012).Chapter 4-*Data Collection* and Chapter 6**DUE Oct. 30**: Common Book Chapters 13 |
| Class 12-Nov. 3 | Work on assignments |  | **DUE Nov. 6**: Common Book Chapter 14**DUE Nov. 5**:IEP Draft |
| Class 13-Nov. 10*(G, H, K)* | * Transition to Postsecondary Education
 | **Speaker**: Dr. Jessica Milton, Postsecondary Education Programs and EAGLES**In-Class Activity**-Different Types of PSE Programs | **Read**: Chapter 11 – *Transition to Post-Secondary Education***DUE: Article 3** **Question and Discussion**: Martinez, (2010) *Postsecondary education for students with intellectual disabilities.***DUE Nov. 13:** Common Book Chapter 15 |
| Class 14-Nov. 17 | * Working with Families
* Elementary and Middle School Preparation
 | **Speaker:** Valerie Carson- Elementary and Middle School Preparation**Speaker:** Michelle Barclay, Full Life Ahead | **DUE: Article 4 Question and Discussion**: Systematic Barriers to Family Involvement in Transition Planning**DUE:** IEP**DUE Nov. 20**: Common Book Chapters 16-17 |
| Class 15-Nov. 24*(L)* | * Evidence-based Practices Presentations
* Graduate Project Presentations
 | **Evidence-Based Practices Presentations****Graduate Project Presentations** | **DUE:** Flipped Activity-Transition Bellringers (take pretest and review materials, what like, don’t like, how might use) (flipped)**DUE:** Speaker Take-Aways**DUE:** Evidence-Based Practices Presentations**DUE Nov. 25**: Common Book Survey |
| Thursday., Dec. 3 | Final  | Final  | **DUE:** Self-Assessment of Learning Outcomes & Course Objectives**DUE: Final** |

**Note:** The syllabus is subject to change at the discretion of the class instructor based on student need and interest. Students will be notified in a timely manner of any syllabus changes via email.

**Distance learning courses:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board in Canvas. The use of Canvas to support student learning is used for both distance and on-campus students. Distance learning students will have Internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.

1. **Course Requirements/Evaluation:**
2. **Pre and Post Self-Assessment of Learning Outcomes and Course Objectives (TOTAL 20 points)**-You will complete a pre- and post-course self-assessment of learning outcomes and course objectives. Each assessment is worth 10 points for a total of (**20 points**).
3. **Article Questions and Discussions (TOTAL 50 points)-**There are 5 article and discussion activities.For each of the assigned articles students complete, you will respond to a discussion question(s). You will answer questions on the Canvas Discussion Board. Under “Assignments,” there is a link for “Article Discussions”. After you click this link, you will be provided with instructions for answering your questions and posting your discussion response. This information is also found under the “Discussion” link.

Requirements for Article Questions/Discussion Assignment:

* Post your responses on the Discussion Board for the appropriate article.
* You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 5 sentences).
* You must also respond to one of your classmate’s posts. A response must be at least three sentences and be a meaningful and reflective reaction to their post.
1. **Learning Activities (TOTAL 160 points)-**You will participate in a number of learning activities (flipped class, pre-class, in-class, etc.) throughout this course. These activities may be completed individually or in a group. Assignments for these activities will be varied (e.g., develop recommendations, develop a data collection instrument, create a brochure). Some activities may require preparation ahead of time, and therefore, these assignments may serve as a starting point for a learning activity to be completed in class. The number of points per activity will typically range from 5-20 points, depending on the complexity of the activity. You must be present in class to complete learning assignments; however, if you have an excuse that meets university approval, you will be allowed to complete an alternate assignment. It is your responsibility to provide an excuse and to request a replacement assignment.

1. **Transition Collaborators Community Fair (TOTAL 50 points)-**The purpose of this project is to provide you with key information about agencies and programs involved in transition. You will be assigned one of the agencies/organizations (some listed below) involved in the transition process. You will research the following with regard to your assigned agency--at a minimum, federal legislation/guidelines related to transition (if exists), funding, services provided, eligibility criteria, and when and how involved in the transition process. Also, you are to develop a minimum of 3 strategies for educators for working with this agency or procedures for initiating services. To gather information you may interview someone from the agency, explore the agency’s website, consult national centers, etc. You will present and share this information with the rest of the class. You may present this information in any way that you would like. Be creative and have fun! Possible options, which are not all inclusive, infographic, Adobe Spark webpage, role play, talking Powerpoint, flier, poster, other. This information should be summarized on a handout that you will provide to class members. Distance Education students will submit their assignment on Canvas for everyone to review.

Vocational Rehabilitation Career/Tech Education Disability Organ.

Mental Health/Mental Retardation One Stop Career Center WIOA

Housing and Urban Development Families (PACER) Social Security

Students with Disabilities Services Juvenile Justice Other

1. **EBP Instructional Strategy Micro-teaching (TOTAL 75 points)**-You will research and present on an evidence-based instructional strategy for transition. You will also **demonstrate** the instructional strategy in class that could be implemented during a transition lesson or in a community setting. Each presentation, including the demonstration of the implementation of the strategy, should be between 4-7 minutes. An **annotated bibliography** of a minimum of 3 articles (at least 2 must be research articles) that support the practice will be submitted**.** Each annotation should be a minimum of 50 words. The assignment link has more detailed information about the specifics of this assignment, as well we will go over it in class.
2. **Common Book Reflections and Discussion Facilitation (TOTAL 20 points)-**You can earn points for participating in our Common Book program. For each reflection you submit you can upload a screen shot of your reflection submission page each week. You will earn .6 point for each submission. Additionally, you will be assigned a chapter(s) to identify a discussion question related to the content of the chapter and the content of this class. You will share this question with the rest of the class and lead a 10-15 minute discussion. This is worth 11 points.
3. **IEP (Case Study) (TOTAL 50 points).** Students will review assessment data of a secondary student with a disability and will participate in self-assessment activities in order to determine the student’s needs, taking into account the student’s preferences and interests as they relate to transition planning and programming. On-campus students will work in assigned groups. On-line students can work individually or in groups of 3 or fewer. Students will use the assessment information gathered from and about a student, coupled with a Case study to develop an IEP.
4. **Graduate Project (TOTAL 200).** Graduate students will select one of the following: (1) conduct a needs assessment for a transition fair and develop a brochure that identifies and highlights resources for addressing needs or (2) develop a business plan for a school-based enterprise that includes task analyses and quality control checklist. More information is available on Canvas. Resources: <http://nsttac.org/content/transition-fair-toolkit>

Or <https://transitionta.org/system/files/schoolbased/School%20Based%20Enterprise%20Toolkit_2_28_19_PDF.pdf>

1. **Exams** **(TOTAL 175 points**). Students will complete a midterm and final.
2. **Rubric and Grading Scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| Self Assessment (10, 10) Common BookArticle Discussions  | 202050 | Self Assessment (10, 10) Common BookArticle Discussions | 202050 |
| Learning Activities | 160 | Learning Activities | 160 |
| Collaborators’ Fair | 50 | Collaborators’ Fair | 50 |
| Exams (75, 100)IEP EBP Microteaching | 1755075 | Quizzes (75, 100)IEPGraduate Project | 17550175 |
|  |  |
| TOTAL |  600 | TOTAL | 700 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 540-600 | A | 630-700 | A |
| 480-539 | B | 560-630 | B |
| 420-479 | C | 490-560 | C |
| 360-419 | D | 420-490 | D |
| <360 | F | <420 | F |

1. **Class Policy Statements:**

**Names and Pronouns:** Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

\*Source: Auburn University College of Education, Critical Studies Working Group

**Faculty Communication and Feedback: Your Auburn University email address is the university-approved form of communication between instructors and students.** It is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**Participation**: On-campus students are expected to attend class as scheduled. On-line students are expected to view class prior to the next scheduled class. Students are expected to participate in class discussions and exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Excused Absences**: Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be online via Canvas.

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Academic Integrity:** Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**COVID Related Policies:**

**Statement on COVID-19 Physical Distancing**-Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**-In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote-**In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Assignment/Schedule Subject to Change Due to Pandemic-**The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event a Student in Class Tests Positive-**Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event that I Test Positive or am Required to Quarantine-**If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies-**When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance-**Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.